# Introduction

The world that we live in continues to change and advance at an incredible pace. For Indiana students to succeed in school, at work, and in the community they need more knowledge and transferable skills than ever before. Additionally, in order to be successful in an increasingly global society our students must have exceptional educational experiences, including the opportunity to develop awareness of other cultures and people and to become literate in multiple languages.

## Indiana's World-Class Standards

In an effort to maintain high-quality academic standards, the Indiana Department of Education reviews and updates the standards for each grade level in each subject area at least once every six years. Indiana teachers, community members, and content experts at the university level collaborated to draft the *2009 Indiana's Academic Standards for Heritage Language Learners.*

## Heritage Language Study as World Language Study

The purpose of world language education in Indiana is to support the development of biliteracy for Indiana students. Biliteracy in an Indiana context refers to the ability of students to understand and communicate in two languages, English and an additional world language, with balanced abilities and skills in reading, writing, speaking and listening.

For students whose first and only language is English, the development of biliteracy is supported by a well-articulated course of study in a world language other than English. However, as the population of students who speak languages in addition to English increases in Indiana, the development of biliteracy can be supported by the study of English and the heritage language when resources permit these efforts resulting in *Indiana's Academic Standards for Heritage Language Learners.*

The term *heritage language* generally refers to a language used in the home and/or in a community that is different from the mainstream language(s) of the society. Subsequently, a *heritage language learner* is "a language student who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English" (Valdés, 2001, p. 38). The Indiana Department of Education has developed *Indiana's Academic Standards for Heritage Language Learners* to guide the implementation of and instruction in heritage language programs.

The term *native language* refers to the first language acquired by an individual. Title III of the *No Child Left Behind* Act states, "the term *native language*, when used with reference to an individual of limited English proficiency, means (a) the language normally used by such individual; or (b) in the case of a child or youth, the language normally used by the parents of the child or youth."

| **Heritage Language** | **Native Language** |
| --- | --- |
| The language used in the home that is different from the mainstream language(s) of the society. | The first language acquired by an individual. |

## Description of *Indiana's Academic Standards for Heritage Language Learners*

Standards are statements that define what students should know and be able to do after certain amounts of time and at various levels of instruction. Standards serve as a gauge for excellence and are typically differentiated across a range of outcomes from minimum competencies to high levels of achievement. In an effort to develop rigorous standards for a quality world-class education, the Indiana heritage language standards revision task force consulted current research on language acquisition and heritage language instruction, existing research and models on heritage language instruction, and the national framework for language teaching and learning.

Heritage language instruction strikes a balance between first and second language instruction, as the general needs of heritage language students include development in both languages. While much of the language development may mirror concepts addressed in English/Language Arts courses for native English speakers, attention must still be paid to the heritage language's role as a world language and subsequent considerations. As a result, the *2009 Indiana's Academic Standards for Heritage Language Learners* document is a hybrid, blending English/Language Arts standards with world language standards to provide a complete language experience for heritage language learners. Instructional practice for these Standards will require careful teacher consideration of individual student needs resulting in scaffolding appropriately on the learners' experiences and the varying levels of student learning.

In Indiana, English/Language Arts standards focus on development of reading, writing, speaking and listening skills in students' first language. In reading, attention is paid to word recognition; fluency; vocabulary development; and comprehension of nonfiction, informational and literary text. In writing, attention is paid to processes and features of writing; applications of writing and their characteristics; and English language conventions. For development of listening and speaking skills, attention is paid to strategies for development and application of these skills in meaningful and appropriate contexts.

In Indiana world language standards, the eight standards for world language learning are aligned with the national standards put forth by the American Council on the Teaching of Foreign Languages (ACTFL). Both national and state-level standards are further classified into five goal areas that encompass all of the reasons to study a world language, commonly referred to as the 5 C's of world language education: Communities, Cultures, Connections, Comparisons, and Communities. ACTFL provides the following description of these goals:

> *Communication*, or communicating in languages other than English, is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through the reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs. Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways (*Standards for Foreign Language Learning in the 21st Century*, 2006, p. 31).

The following chart outlines the intersection and influence among all three groups of standards: English/Language Arts, World Languages, and Heritage Language Learners.

| Heritage Language Standard | Corresponding English/Language Arts Standard | Corresponding World Language Standard |
|---|---|---|
| **Standard 1 – Heritage Culture and Identity**: *Learners understand and analyze heritage culture as a part of their own cultural identities.* | | **Standard 4 – Culture**: *Learners examine, experience, and reflect on the relationships among the practices, products, and perspectives of the cultures studied.* **Standard 8 – Communities**: *Learners use their knowledge of the target language and cultures both within and beyond the school setting for personal enrichment and civic engagement.* |
| **Standard 2 – Comprehension and Analysis of Nonfiction and Informational Communications**: *Learners read and listen to nonfiction and informational communications for comprehension, analysis and synthesis.* | **Standard 2 – Reading**: *Comprehension and Analysis of Nonfiction and Informational Text* **Standard 7 – Listening and Speaking**: *Skills, Strategies, and Applications* | **Standard 2 – Communication**: *Learners interpret written and spoken language on a variety of topics. (Interpretive)* |
| **Standard 3 – Comprehension and Analysis of Literary Communications**: *Learners read and listen to literary communications for comprehension, analysis and synthesis.* | **Standard 3 – Reading**: *Comprehension and Analysis of Literary Text* **Standard 7 – Listening and Speaking**: *Skills, Strategies, and Applications* | **Standard 2 - Communication**: *Learners interpret written and spoken language on a variety of topics. (Interpretive)* |
| **Standard 4 – Processes of Writing and Speaking**: *Learners use effective and appropriate strategies in preparation of written and oral communications.* | **Standard 4 – Writing**: *Processes and Features* **Standard 7 – Listening and Speaking**: *Skills, Strategies, and Applications* | **Standard 3 – Communication**: *Learners present to an audience of listeners or readers on a variety of topics. (Presentational)* |
| **Standard 5 – Application – Writing**: *Learners apply effective writing strategies to written communications.* | **Standard 5 – Writing**: *Applications (Different Types of Writing and Their Characteristics)* | **Standard 3 – Communication**: *Learners present to an audience of listeners or readers on a variety of topics. (Presentational)* |
| **Standard 6 – Application – Oral**: *Learners apply effective speaking strategies to oral communications.* | **Standard 7 – Listening and Speaking**: *Skills, Strategies, and Applications* | **Standard 1 – Communication**: *Learners engage in written and spoken conversations on a variety of topics. (Interpersonal)* **Standard 3 – Communication**: *Learners present to an audience of listeners or readers on a variety of topics. (Presentational)* |
| **Standard 7 – Grammar**: *Learners appropriately apply elements of language, structure, and mechanics to complete a variety of language tasks.* | **Standard 6 – Writing**: *English Language Conventions* | **Standard 7 – Comparisons**: *Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.* |
| **Standard 8 – Word Recognition and Language Function**: *Learners identify word relationships, origins, and functions unique to the heritage language.* | **Standard 1 – Reading**: *Word Recognition, Fluency, and Vocabulary Development* | **Standard 7 – Comparisons**: *Learners understand the nature of language and culture through comparisons of the languages and cultures studied and their own.* |
| **Standard 9 – Technology and Connections**: *Learners use technology to expand knowledge of the heritage language and culture as well as to enrich works produced in the heritage language.* | **Standard 4 – Writing**: *Processes and Features* **Standard 7 – Listening and Speaking**: *Skills, Strategies, and Applications* | **Standard 5 – Connections**: *Learners use the target language to expand their knowledge of and make connections among multiple content areas.* **Standard 6 – Connections**: *Learners strengthen language proficiency and cultural knowledge by using current digital media and authentic resources.* |

## Placement of Heritage Language Learners

World language teachers may wish to assess whether a heritage language student's placement is more appropriate in a heritage language course of study or a world language course of study. Proficiency levels can be determined by assessing a student's listening, speaking, reading, writing and comprehension skills using a locally-determined measure. Sometimes, it is assumed that proficiency in social language is equated with performance in academic language. Oral production in the target language does not always equate with academic production in the target language. Assessing only a student's oral capacity will not provide adequate or accurate information regarding his or her academic performance in the classroom. Listening, speaking, reading, writing, and comprehension are interrelated domains, and all these elements must be considered in determining student placement in a Heritage Language Learner course.

While placement in heritage language courses is determined at the local level, it is recommended to assess the heritage language student's functionality in the interpersonal, interpretive, and presentational modes – both in oral and written language – to best determine language proficiency and develop instruction to meet the student's individual language needs.

## Instructional Differentiation

There are a multitude of variables that impact the pace and progress as students make their journey to develop academic language and maintain and/or reinforce Native Languages. As teachers implement *Indiana's Academic Standards for Heritage Language Learners*, they will need to carefully differentiate instruction to meet the needs of students. The teacher's role in evaluating the need to instruct directly or to be a facilitator in student demonstration of skills is critical in the consideration of the Standards.

## References

National Standards in Foreign Language Education Project (2006). *Standards for Foreign Language Learning in the 21st Century (3rd Ed.)*. Lawrence, KS: Allen Press.

Valdés, G. (2001). "Heritage Language Students: Profiles and Possibilities." In J. K. Peyton, D.A. Ranard, & S. McGinnis (Eds.). *Heritage Languages in America: Preserving a National Resource* (pp. 37-77). McHenry, IL, and Washington, DC: Delta Systems and Center Applied Linguistics.

## Grade 9 (comparable to Level I)

# Standard 1: Heritage Culture and Identity

*Learners understand and analyze heritage culture as a part of their own cultural identities.*

| | |
|---|---|
| 9.1.1 | Identify cause and effect of facets of the heritage cultures on social issues and conflicts. Examples: Geography, religion, politics, economics, history, fine arts |
| 9.1.2 | Recognize the relationship and mutual influence between folklore and traditions, and the heritage language and cultures of which they are a part. |
| 9.1.3 | Identify national and regional language variation within the heritage language. |
| 9.1.4 | Recognize the evolution of culture from traditional to modern. |
| 9.1.5 | Recognize the use of non-verbal communication within a cultural context. Examples: Gestures, personal space, eye contact |
| 9.1.6 | Identify heritage language presence in and influence on the community. Example: Signage |
| 9.1.7 | Identify the social implications of idiomatic, colloquial and proverbial expressions. |
| 9.1.8 | Identify cultural and linguistic modifications that occur when languages are in contact and when cultures overlap. |
| 9.1.9 | Identify significant events unique to the heritage cultures. |
| 9.1.10 | Recognize the interrelations among the practices, products, symbols, and perspectives of the heritage cultures. |
| 9.1.11 | Identify cultural values through the study of practices, products, and perspectives of the heritage cultures. |
| 9.1.12 | Recognize the cultural and social implications of standard and non-standard language usage. |
| 9.1.13 | Identify markers of language that indicate cultural values. Examples: Linguistic register, formal vs. informal language, rhetorical religious expressions |
| 9.1.14 | Share experiences and knowledge from the heritage language classroom within the school and/or community. |

## Standard 2: Comprehension and Analysis of Nonfiction and Informational Communications

*Learners read and listen to nonfiction and informational communications for comprehension, analysis, and synthesis.*

9.2.1     Identify the purpose of different types of nonfiction and informational communications.
          Examples: Narration, exposition, description, persuasion

9.2.2     Identify the structure and format of different types of nonfiction and informational communications.
          Examples: Business communications, technical writing, research papers, and presentations

9.2.3     Identify fact and opinion in nonfiction and informational communications.

9.2.4     Infer and confirm implied meaning in context.

9.2.5     Identify figurative and literal language in nonfiction and informational communications.

9.2.6     Evaluate validity and truthfulness of resources and public communications.

9.2.7     Identify essential elements of nonfiction and informational communications.
          Examples: Who, what, where, when, why, and how

9.2.8     Identify the author's or speaker's argument, point of view, or purpose in nonfiction and informational communications.

9.2.9     Identify the central message and main points of nonfiction and informational communications.

## Standard 3: Comprehension and Analysis of Literary Communications

*Learners read and listen to literary communications for comprehension, analysis, and synthesis.*

9.3.1     Identify the essential literary elements of fictional works.

9.3.2     Identify the structure and format of literary communications.

9.3.3     Identify the purpose and characteristics of different literary forms and genres.

9.3.4     Identify figurative and literal language in literary communications.

9.3.5     Infer and confirm implied meaning in context.

9.3.6     Identify the author's or speaker's argument, point of view or purpose in literary communications.

9.3.7          Identify the central message and main points of literary communications.

## Standard 4: Processes of Writing and Speaking

*Learners use effective and appropriate strategies in preparation of written and oral communications.*

9.4.1          Identify quotations and citations that support the main idea.

9.4.2          Recognize transitions and parallel structures.

9.4.3          Use graphic organizers and outlines to organize thoughts and content, either independently or as part of a group.

9.4.4          Cite sources and produce an accurate bibliography adhering to established guidelines.
Examples: MLA, APA

9.4.5          Participate in all stages of preparation for presentational tasks.
Examples: Prewriting, drafting, editing, revising

9.4.6          Identify format that best suits intended purpose and audience.

9.4.7          Develop a coherent thesis or message with guidance.

9.4.8          Gather information from multiple sources during the research process.

## Standard 5: Application – Writing

*Learners apply effective writing strategies to written communications.*

9.5.1          Utilize an outline and note-taking skills while developing written communication with guidance.

9.5.2          Use citations, anecdotes, quotes, and details to support the message and purpose of written communications with guidance.

9.5.3          Incorporate primary and secondary sources using standard format with guidance.
Examples: MLA, APA

9.5.4          Develop and deliver written communications with guidance.

9.5.5          Respond to comments and questions in writing with guidance.

9.5.6          Identify and use presentational format that best suits intended purpose and audience with guidance.
Examples: Narrative, descriptive, persuasive, summarization, investigative/research based, personal correspondence.

9.5.7          Use specialized vocabulary, appropriate register and genre-specific conventions with guidance.

## Standard 6: Application – Oral

*Learners apply effective speaking strategies to oral communications.*

9.6.1          Identify appropriate verbal public speaking techniques to enhance meaning of oral presentation.
Examples: Intonation, voice projection, diction, pronunciation, tone of voice

9.6.2          Identify appropriate non-verbal public speaking techniques to enhance meaning of oral presentation.
Examples: Eye contact, gestures, posture, pacing, body language

9.6.3          Follow an outline and notes while delivering an oral presentation with guidance.

9.6.4          Use visuals appropriately to support the delivery of oral communications with guidance.

9.6.5          Deliver oral communications and respond to external stimuli with guidance.
Examples: Impromptu requests, interruptions, audience feedback, verbal and non-verbal cues, distractions

9.6.6          Identify and use presentational format that best suits intended purpose and audience.
Examples: Narrative, descriptive, persuasive, summarization, investigative/research based

## Standard 7: Grammar

*Learners appropriately apply elements of language, structure, and mechanics to complete a variety of language tasks.*

9.7.1          Demonstrate understanding of the appropriate means (e.g., conjunctions, forms, phrases, transitions) to connect ideas.

9.7.2          Demonstrate understanding of constructions and correct placement of elements of language.

9.7.3          Demonstrate ability to use a consistent verb tense or consistent verb tenses.

9.7.4          Recognize appropriate grammatical agreement.
Examples: Subject/verb, noun/adjective, singular/plural agreement

9.7.5          Identify correct usage of conventions of punctuation, capitalization, and language-specific markings.

9.7.6          Identify phonetics of the language to spell with guidance.

## Standard 8: Word Recognition and Language Function

*Learners identify word relationships, origins and functions unique to the heritage language.*

9.8.1       Recognize word families, cognates, and borrowed and shared words to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, root words, diminutives

9.8.2       Identify literal and figurative connotation of words in context.

9.8.3       Recognize similes, metaphors, and other literary devices.

9.8.4       Recognize idiomatic, colloquial, and proverbial expressions.

9.8.5       Utilize a thesaurus to expand vocabulary of expressions.

9.8.6       Identify the pattern and formation of comparisons and superlatives in the heritage language.

9.8.7       Recognize synonyms and antonyms.

9.8.8       Recognize technical and specialized vocabulary in context.

## Standard 9: Technology and Connections

*Learners use technology to expand knowledge of the heritage language and culture as well as to enrich products produced in the heritage language.*

9.9.1       Understand the appropriate use of online/machine translators and dictionaries, pertaining to issues of accuracy and ethics.

9.9.2       Identify reliable and unreliable resources.

9.9.3       Recognize ethics surrounding copyright laws, plagiarism, and ethical attribution of ideas.

9.9.4       Utilize technology to locate authentic sources.

9.9.5       Utilize technology to conduct research and enhance written and oral communications.

## Grade 10 (comparable to Level II)

# Standard 1: Heritage Culture and Identity

*Learners understand and analyze heritage culture as a part of their own cultural identities.*

| | |
|---|---|
| 10.1.1 | Examine cause and effect of facets of the heritage cultures on social issues and conflicts. |
| 10.1.2 | Comprehend the relationship and mutual influence between folklore and traditions, and the heritage language and cultures of which they are a part. |
| 10.1.3 | Discuss national and regional variation within the heritage language. |
| 10.1.4 | Distinguish the evolution of culture from traditional to modern. |
| 10.1.5 | Recognize and understand the use of non-verbal communication within a cultural context. |
| 10.1.6 | Investigate heritage language presence in and influence on the community. |
| 10.1.7 | Examine the social implications of idiomatic, colloquial and proverbial expressions. |
| 10.1.8 | Examine cultural and linguistic modifications that occur when languages are in contact and when cultures overlap. |
| 10.1.9 | Examine significant events unique to the heritage cultures. |
| 10.1.10 | Investigate the interrelations among the practices, products, symbols and perspectives of the heritage cultures. |
| 10.1.11 | Give examples of cultural values through the study of practices, products and perspectives of the heritage cultures. |
| 10.1.12 | Discuss the cultural and social implications of standard and non-standard language usage. |
| 10.1.13 | Examine markers of language that indicate cultural values. Examples: Linguistic register, formal vs. informal language, rhetorical religious expressions |
| 10.1.14 | Share experiences and knowledge from the heritage language classroom within the school and/or community. |

## Standard 2: Comprehension and Analysis of Nonfiction and Informational Communications

*Learners read and listen to nonfiction and informational communications for comprehension, analysis and synthesis.*

| | |
|---|---|
| 10.2.1 | Explain the purpose of different types of nonfiction and informational communications. |
| 10.2.2 | Understand the structure and format of different types of nonfiction and informational communications.<br>Examples: Business communications, technical writing, research papers and presentations |
| 10.2.3 | Differentiate between fact and opinion in nonfiction and informational communications. |
| 10.2.4 | Infer and confirm implied meaning in context. |
| 10.2.5 | Classify figurative and literal language in nonfiction and informational communications. |
| 10.2.6 | Evaluate validity and truthfulness of resources and public communications. |
| 10.2.7 | Comprehend essential elements of nonfiction and informational communications. |
| 10.2.8 | Examine the author's or speaker's argument, point of view, or purpose in nonfiction and informational communications. |
| 10.2.9 | Extract the central message and main points of nonfiction and informational communications. |

## Standard 3: Comprehension and Analysis of Literary Communications

*Learners read and listen to literary communications for comprehension, analysis and synthesis.*

| | |
|---|---|
| 10.3.1 | Comprehend essential literary elements of fictional works. |
| 10.3.2 | Identify the structure and format of literary communications. |
| 10.3.3 | Examine the purpose and characteristics of different literary forms and genres. |
| 10.3.4 | Classify figurative and literal language in literary communications. |
| 10.3.5 | Infer and confirm implied meaning in context. |
| 10.3.6 | Examine the author's or speaker's argument, point of view or purpose in literary communications. |
| 10.3.7 | Extract the central message and main points of literary communications. |

## Standard 4: Processes of Writing and Speaking

*Learners use effective and appropriate strategies in preparation of written and oral communications.*

| | |
|---|---|
| 10.4.1 | Examine the usage and effectiveness of quotations and citations that support the main idea. |
| 10.4.2 | Use transitions and parallel structures. |
| 10.4.3 | Use graphic organizers and outlines to organize thoughts and content, either independently or as part of a group. |
| 10.4.4 | Cite sources and produce an accurate bibliography adhering to established guidelines. Examples: MLA, APA |
| 10.4.5 | Participate in all stages of preparation for presentational tasks. Examples: Prewriting, drafting, editing, revising |
| 10.4.6 | Examine format that best suits intended purpose and audience. |
| 10.4.7 | Develop a coherent thesis or message with limited guidance. |
| 10.4.8 | Organize information from multiple sources during the research process. |

## Standard 5: Application – Writing

*Learners apply effective writing strategies to written communications.*

| | |
|---|---|
| 10.5.1 | Utilize an outline and note-taking skills while developing written communication with limited guidance. |
| 10.5.2 | Use citations, anecdotes, quotes and details to support the message and purpose of written communications with limited guidance. |
| 10.5.3 | Incorporate primary and secondary sources using standard format with limited guidance. Examples: MLA, APA |
| 10.5.4 | Develop and deliver written communications with limited guidance. |
| 10.5.5 | Respond to comments and questions in writing with limited guidance. |
| 10.5.6 | Identify and use presentational format that best suits intended purpose and audience with limited guidance. Examples: Narrative, descriptive, persuasive, summarization, investigative/research based, personal correspondence |

| 10.5.7 | Integrate specialized vocabulary, appropriate register and genre-specific conventions with limited guidance. |
|---|---|

## Standard 6: Application – Oral

*Learners apply effective speaking strategies to oral communications.*

| 10.6.1 | Practice appropriate verbal public speaking techniques to enhance meaning of oral presentation.<br>Examples: Intonation, voice projection, diction, pronunciation, tone of voice |
|---|---|
| 10.6.2 | Practice appropriate non-verbal public speaking techniques to enhance meaning of oral presentation.<br>Examples: Eye contact, gestures, posture, pacing, body language |
| 10.6.3 | Follow an outline and notes while delivering an oral presentation with guidance. |
| 10.6.4 | Use visuals appropriately to support the delivery of oral communications with guidance. |
| 10.6.5 | Deliver oral communications and respond to external stimuli with limited guidance.<br>Examples: Impromptu requests, interruptions, audience feedback, verbal and non-verbal cues, distractions |
| 10.6.6 | Identify and use presentational format that best suits intended purpose and audience.<br>Examples: Narrative, descriptive, persuasive, summarization, investigative/research based |

## Standard 7: Grammar

*Learners appropriately apply elements of language, structure and mechanics to complete a variety of language tasks.*

| 10.7.1 | Apply understanding of the appropriate means (e.g., conjunctions, forms, phrases, transitions) to connect ideas. |
|---|---|
| 10.7.2 | Construct and place elements of language with guidance. |
| 10.7.3 | Apply ability to use a consistent verb tense or consistent verb tenses. |
| 10.7.4 | Demonstrate understanding of appropriate grammatical agreement.<br>Examples: Subject/verb, noun/adjective, singular/plural agreement |
| 10.7.5 | Apply correct usage of conventions of punctuation, capitalization and language-specific markings. |
| 10.7.6 | Demonstrate knowledge of phonetics of the language to spell independently. |

## Standard 8: Word Recognition and Language Function

*Learners identify word relationships, origins and functions unique to the heritage language.*

10.8.1    Utilize word families, cognates and borrowed and shared words to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, root words, diminutives

10.8.2    Distinguish literal and figurative connotation of words in context.

10.8.3    Understand similes, metaphors and other literary devices.

10.8.4    Comprehend idiomatic, colloquial and proverbial expressions.

10.8.5    Utilize a thesaurus to expand vocabulary of expressions.

10.8.6    Examine the pattern and formation of comparisons and superlatives in the heritage language.

10.8.7    Recognize relationships and patterns between synonyms and antonyms.

10.8.8    Comprehend technical and specialized vocabulary in context.

## Standard 9: Technology and Connections

*Learners use technology to expand knowledge of the heritage language and culture as well as to enrich products produced in the heritage language.*

10.9.1    Appropriately use online/machine translators and dictionaries, pertaining to issues of accuracy and ethics.

10.9.2    Classify resources as reliable or unreliable.

10.9.3    Understand ethics surrounding copyright laws, plagiarism and ethical attribution of ideas.

10.9.4    Utilize technology to locate authentic sources.

10.9.5    Utilize technology to conduct research and enhance written and oral communications.

## Grade 11 (comparable to Level III)

## Standard 1: Heritage Culture and Identity

*Learners understand and analyze heritage culture as a part of their own cultural identities.*

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|---|---|
| 11.1.1 | Explain cause and effect of facets of the heritage cultures on social issues and conflicts. |
| 11.1.2 | Analyze the relationship and mutual influence between folklore and traditions, and the heritage language and cultures of which they are a part. |
| 11.1.3 | Compare and contrast national and regional variation within the heritage language. |
| 11.1.4 | Examine the evolution of culture from traditional to modern. |
| 11.1.5 | Apply the use of non-verbal communication within a cultural context. |
| 11.1.6 | Investigate heritage language presence in and influence on the community. |
| 11.1.7 | Analyze the use of idiomatic, colloquial and proverbial expressions in different social settings. |
| 11.1.8 | Analyze the reasoning behind the cultural and linguistic shifts that occur when languages are in contact and when cultures overlap. |
| 11.1.9 | Explain significant events unique to the heritage cultures. |
| 11.1.10 | Describe the interrelations among the practices, products, symbols and perspectives of the heritage cultures. |
| 11.1.11 | Explain cultural values through the study of practices, products and perspectives of the heritage cultures. |
| 11.1.12 | Distinguish the cultural and social implications of standard and non-standard language usage. |
| 11.1.13 | Analyze markers of language that indicate cultural values. Examples: Linguistic register, formal vs. informal language, rhetorical religious expressions |
| 11.1.14 | Explore connections with the heritage cultures. |

## Standard 2: Comprehension and Analysis of Nonfiction and Informational Communications

*Learners read and listen to nonfiction and informational communications for comprehension, analysis and synthesis.*

| | |
|---|---|
| 11.2.1 | Analyze the structure and format of different types of nonfiction and informational communications.<br>Examples: Business communications, technical writing, research papers and presentations |
| 11.2.2 | Differentiate between fact and opinion in nonfiction and information communications. |
| 11.2.3 | Infer and confirm implied meaning in context. |
| 11.2.4 | Compare and contrast figurative and literal language in nonfiction and informational communications. |
| 11.2.5 | Evaluate validity and truthfulness of resources and public communications. |
| 11.2.6 | Analyze essential elements of nonfiction and informational communications. |
| 11.2.7 | Explain the author's or speaker's argument, point of view, or purpose in nonfiction and informational communications. |
| 11.2.8 | Evaluate the central message and main points of nonfiction and informational communications. |

## Standard 3: Comprehension and Analysis of Literary Communications

*Learners read and listen to literary communications for comprehension, analysis and synthesis.*

| | |
|---|---|
| 11.3.1 | Analyze essential literary elements of fictional works. |
| 11.3.2 | Identify the structure and format of literary communications. |
| 11.3.3 | Evaluate the purpose and characteristics of different literary forms and genres. |
| 11.3.4 | Compare and contrast figurative and literal language in literary communications. |
| 11.3.5 | Infer and confirm implied meaning in context. |
| 11.3.6 | Explain the author's or speaker's argument, point of view or purpose in literary communications. |
| 11.3.7 | Evaluate the central message and main points of literary communications. |

# Standard 4: Processes of Writing and Speaking

*Learners use effective and appropriate strategies in preparation of written and oral communications.*

11.4.1          Integrate quotations and citations that support the main idea.

11.4.2          Use effective transitions and parallel structures.

11.4.3          Use graphic organizers and outlines to organize thoughts and content independently.

11.4.4          Cite sources and produce an accurate bibliography adhering to established guidelines.
Examples: MLA, APA

11.4.5          Participate in all stages of preparation for presentational tasks.
Examples: Prewriting, drafting, editing, revising

11.4.6          Select format to suit intended purpose and audience.

11.4.7          Develop a coherent thesis or message independently.

11.4.8          Evaluate information from multiple sources during the research process.

# Standard 5: Application – Writing

*Learners apply effective writing strategies to written communications.*

11.5.1          Utilize an outline and note-taking skills independently while developing written communication.

11.5.2          Use citations, anecdotes, quotes and details independently to support the message and purpose of written communications.

11.5.3          Independently incorporate primary and secondary sources using standard format.
Examples: MLA, APA

11.5.4          Develop and deliver written communications independently.

11.5.5          Respond independently to comments and questions in writing.

11.5.6          Independently identify and use presentational format that best suits intended purpose and audience.
Examples: Narrative, descriptive, persuasive, summarization, investigative/research based, personal correspondence

11.5.7          Incorporate specialized vocabulary, appropriate register and genre-specific conventions independently.

# Standard 6: Application – Oral

*Learners apply effective speaking strategies to oral communications.*

| 11.6.1 | Apply appropriate verbal public speaking techniques to enhance meaning of oral presentation. |
|---|---|
| | Examples: Intonation, voice projection, diction, pronunciation, tone of voice |

| 11.6.2 | Apply appropriate non-verbal public speaking techniques to enhance meaning of oral presentation. |
|---|---|
| | Examples: Eye contact, gestures, posture, pacing, body language |

11.6.3    Follow an outline and notes while delivering an oral presentation independently.

11.6.4    Use visuals appropriately to support the delivery of oral communications independently.

| 11.6.5 | Deliver oral communications and respond appropriately to external stimuli. |
|---|---|
| | Examples: Impromptu requests, interruptions, audience feedback, verbal and non-verbal cues, distractions, etc. |

| 11.6.6 | Identify and use presentational format that best suits intended purpose and audience. |
|---|---|
| | Examples: Narrative, descriptive, persuasive, summarization, investigative/research based |

# Standard 7: Grammar

*Learners appropriately apply elements of language, structure and mechanics to complete a variety of language tasks.*

11.7.1    Demonstrate understanding of task-appropriate transitions to connect ideas.

11.7.2    Construct and correctly place elements of language with limited guidance.

11.7.3    Apply understanding of consistent and complex verb tense or verb tenses.

| 11.7.4 | Produce work that demonstrates understanding of appropriate grammatical agreement. |
|---|---|
| | Examples: Subject/verb, noun/adjective, singular/plural agreement |

11.7.5    Apply correct usage of conventions of punctuation, capitalization and language-specific markings.

11.7.6    Produce work that demonstrates understanding of phonetics of the language to spell independently.

## Standard 8: Word Recognition and Language Function

*Learners identify word relationships, origins and functions unique to the heritage language.*

11.8.1     Compare and contrast word families, cognates and borrowed and shared words to expand vocabulary and derive meaning.
           Examples: Prefixes, suffixes, root words, diminutives

11.8.2     Use literal and figurative connotation of words in context.

11.8.3     Apply similes, metaphors and other literary devices in independently-produced materials.

11.8.4     Use idiomatic, colloquial and proverbial expressions in appropriate context.

11.8.5     Utilize a thesaurus to expand vocabulary of expressions.

11.8.6     Use comparisons and superlatives in written and oral communications.

11.8.7     Appropriately use synonyms and antonyms to enhance and refine meaning.

11.8.8     Apply technical and specialized vocabulary in context.

## Standard 9: Technology and Connections

*Learners use technology to expand knowledge of the heritage language and culture as well as to enrich products produced in the heritage language.*

11.9.1     Appropriately use online/machine translators and dictionaries, pertaining to issues of accuracy and ethics.

11.9.2     Evaluate reliability of resources.

11.9.3     Understand ethics surrounding copyright laws, plagiarism and ethical attribution of ideas.

11.9.4     Utilize technology to locate authentic sources.

11.9.5     Utilize technology to conduct research and enhance written and oral communications.

## Grade 12 (comparable to Level IV)

## Standard 1: Heritage Culture and Identity

*Learners understand and analyze heritage culture as a part of their own cultural identities.*

12.1.1      Analyze cause and effect of facets of the heritage cultures on social issues and conflicts.

12.1.2      Explain the relationship and mutual influence between folklore and traditions, and the heritage language and cultures of which they are a part.

12.1.3      Investigate national and regional variation within the heritage language.

12.1.4      Reflect on the evolution of culture from traditional to modern.

12.1.5      Integrate the use of non-verbal communication within a cultural context.

12.1.6      Explain heritage language presence in and influence on the community.

12.1.7      Apply idiomatic, colloquial and proverbial expressions in different social settings.

12.1.8      Explore specific aspects of cultural and linguistic modifications that occur when languages are in contact and when cultures overlap.

12.1.9      Simulate significant events unique to the heritage cultures and explain the cultural significance of these events.

12.1.10     Analyze the interrelations among the practices, products, symbols and perspectives of the heritage cultures.

12.1.11     Complete extended tasks based on cultural values through the study of practices, products and perspectives of the heritage cultures.

12.1.12     Evaluate the cultural and social implications of standard and non-standard language usage.

12.1.13     Apply markers of language that indicate cultural values.
Examples: Linguistic register, formal vs. informal language, rhetorical religious expressions

12.1.14     Explore connections with the heritage cultures.

## Standard 2: Comprehension and Analysis of Nonfiction and Informational Communications

*Learners read and listen to nonfiction and informational communications for comprehension, analysis and synthesis.*

| | |
|---|---|
| 12.2.1 | Differentiate between fact and opinion in nonfiction and informational communications. |
| 12.2.2 | Infer and confirm implied meaning in context. |
| 12.2.3 | Critique the use of figurative and literal language in nonfiction and informational communications. |
| 12.2.4 | Evaluate validity and truthfulness of resources and public communications. |
| 12.2.5 | Critique the author's or speaker's argument, point of view, or purpose in nonfiction and informational communications. |
| 12.2.6 | Explain the central message and main points of nonfiction and informational communications. |

## Standard 3: Comprehension and Analysis of Literary Communications

*Learners read and listen to literary communications for comprehension, analysis and synthesis.*

| | |
|---|---|
| 12.3.1 | Analyze essential literary elements of fictional works. |
| 12.3.2 | Identify the structure and format of literary communications. |
| 12.3.3 | Critique the purpose and characteristics of different literary forms and genres. |
| 12.3.4 | Critique the use of figurative and literal language in literary communications. |
| 12.3.5 | Infer and confirm implied meaning in context. |
| 12.3.6 | Critique the author's or speaker's argument, point of view or purpose in literary communications. |
| 12.3.7 | Explain the central message and main points of literary communications. |

## Standard 4: Processes of Writing and Speaking

*Learners use effective and appropriate strategies in preparation of written and oral communications.*

| | |
|---|---|
| 12.4.1 | Integrate quotations and citations to effectively support the main idea. |
| 12.4.2 | Evaluate the effectiveness of transitions and parallel structures. |

12.4.3        Use graphic organizers and outlines to organize thoughts and content independently.

12.4.4        Cite sources and produce an accurate bibliography adhering to established guidelines.
              Examples: MLA, APA

12.4.5        Participate in all stages of preparation for presentational tasks.
              Examples: Prewriting, drafting, editing, revising

12.4.6        Evaluate the effectiveness of the selected format as it relates to the intended purpose and
              audience.

12.4.7        Articulate a coherent thesis or message.

12.4.8        Select most appropriate information from multiple sources during the research process.

## Standard 5: Application – Writing

*Learners apply effective writing strategies to written communications.*

12.5.1        Utilize an outline and note-taking skills independently while developing written
              communication.

12.5.2        Use citations, anecdotes, quotes and details independently to support the message and
              purpose of written communications.

12.5.3        Independently incorporate primary and secondary sources using standard format.
              Examples: MLA, APA

12.5.4        Develop and deliver written communications independently.

12.5.5        Respond independently to comments and questions in writing.

12.5.6        Independently identify and use presentational format that best suits intended purpose and
              audience.
              Examples: Narrative, descriptive, persuasive, summarization, investigative/research
              based, personal correspondence

12.5.7        Incorporate specialized vocabulary, appropriate register and genre-specific conventions
              independently.

## Standard 6: Application – Oral

*Learners apply effective speaking strategies to oral communications.*

12.6.1        Incorporate appropriate verbal public speaking techniques to enhance meaning of oral
              presentation.
              Examples: Intonation, voice projection, diction, pronunciation, tone of voice

12.6.2    Incorporate appropriate non-verbal public speaking techniques to enhance meaning of oral presentation.
Examples: Eye contact, gestures, posture, pacing, body language

12.6.3    Follow an outline and notes while delivering an oral presentation independently.

12.6.4    Use visuals appropriately to support the delivery of oral communications independently.

12.6.5    Deliver oral communications and respond appropriately to external stimuli.
Examples: Impromptu requests, interruptions, audience feedback, verbal and non-verbal cues, distractions

12.6.6    Identify and use presentational format that best suits intended purpose and audience.
Examples: Narrative, descriptive, persuasive, summarization, investigative/research based

## Standard 7: Grammar

*Learners appropriately apply elements of language, structure and mechanics to complete a variety of language tasks.*

12.7.1    Apply understanding of task-appropriate transitions used to connect ideas.

12.7.2    Construct and correctly place elements of language independently.

12.7.3    Apply understanding of consistent and complex verb tense or verb tenses with accuracy.

12.7.4    Produce work that demonstrates understanding of appropriate grammatical  agreement to a variety of communications.
Examples: Subject/verb, noun/adjective, singular/plural agreement

12.7.5    Produce work that demonstrates accurate usage of punctuation, capitalization and language-specific markings.

12.7.6    Produce work that demonstrates accurate use of phonetics of the language to spell accurately.

## Standard 8: Word Recognition and Language Function

*Learners identify word relationships, origins and functions unique to the heritage language.*

12.8.1    Compare and contrast word families, cognates and borrowed and shared words to expand vocabulary and derive meaning.
Examples: Prefixes, suffixes, root words, diminutives

12.8.2    Accurately use literal and figurative connotation of words in context.

| 12.8.3 | Create similes and metaphors, and apply other literary devices to independently-produced materials. |
|---|---|

| 12.8.4 | Use idiomatic, colloquial and proverbial expressions in appropriate context. |
|---|---|

| 12.8.5 | Utilize a thesaurus to expand vocabulary of expressions. |
|---|---|

| 12.8.6 | Effectively and accurately use comparisons and superlatives in written and oral communications. |
|---|---|

| 12.8.7 | Appropriately use synonyms and antonyms to enhance and refine meaning. |
|---|---|

| 12.8.8 | Appropriately integrate technical and specialized vocabulary in context. |
|---|---|

## Standard 9: Technology and Connections

*Learners use technology to expand knowledge of the heritage language and culture as well as to enrich products produced in the heritage language.*

| 12.9.1 | Appropriately use online/machine translators and dictionaries, pertaining to issues of accuracy and ethics. |
|---|---|

| 12.9.2 | Evaluate reliability of resources. |
|---|---|

| 12.9.3 | Understand ethics surrounding copyright laws, plagiarism and ethical attribution of ideas. |
|---|---|

| 12.9.4 | Utilize technology to locate authentic sources. |
|---|---|

| 12.9.5 | Utilize technology to conduct research and enhance written and oral communications. |
|---|---|